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ABSTRACT

This paper is a virtual transcript of a conference presentation. It discusses the context of the course: the students, the expectations of the faculty and employers and the administrative constraints, and the course itself at the University of Hong Kong, an English-medium institution. Teaching non-native speakers to make effective oral presentations in a technical subject in English is the aim of the course. The course is 2 hours per week for 12 weeks. It devotes 7 weeks to oral presentation skills, and the remaining weeks are taken up by projects that involve small group presentations. Focus is on the individual oral presentations by students and what is done to support and train them for this task. A step-by-step summary is provided of what the teacher has done to train Chinese speakers with very limited English speaking ability to make well organized and intelligible presentations in English. Most of these students have had little or no training or experience in oral presentation skills in Chinese or English, and the course must teach this professional skill in the students' second language. Tables of data are included. Student questionnaires/worksheets are appended. (Contains 14 references.) (KFT)

Teaching Chinese Engineering Students Oral Presentation Skills

Context

The Course

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Video Evidence

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Introduction

Good morning. My name is Annie Mueller and I am from the English Centre of the University of Hong Kong. The rather straightforward title of my presentation is Teaching Chinese Engineering Students Oral Presentation Skills. I will be sharing with you a course we use for this purpose. I'll be talking about the context of the course: the students, the expectations of the faculty and employers and the administrative constraints we work with, I will then talk about the course itself. At the end I would like to show a few video clips to give you an idea of how students respond to the course.

This presentation deals mainly with a course for first year engineering students at the University of Hong Kong. The objectives, materials and strategies are also shared and adapted in part or whole by ELT courses for students in other faculties too. However, for the engineering students we teach, the oral presentations course has come to be the primary feature of a one-semester course lasting 12 weeks @ 2 hours per week. The course devotes around 7 weeks to oral presentations skills per se, and the remaining weeks are taken up by various projects which involve small group presentations. I will be focusing on the individual oral presentations by students and what we do to train and support them for this purpose. I cannot take full credit at all for this course or these materials, and I am indebted in particular to Linda Cooley and Denis Williamson, colleagues at the English Centre who have had much to do with the development of the course.

Context

HKU is supposed to be an English medium university. An English medium of instruction is a formal attribute, but as student intake has vastly increased and mother tongue teaching has expanded, what this actually means is quite relative.

Our students are, by and large highly motivated 'career' students, that is, like many Asian students they have been cultivated since primary school or earlier, to enter university in order to follow a lucrative professional career. Engineering is one of those professional tracks. The students accepted into the faculty are around 19 years old, having already

had solid schooling for the previous 14 to 16 years primarily in L1. The Engineering Faculty is one of two faculties which have been exempted from a minimum requirement of a passing score of a local HK school test called Use of English. This means that while all these students have good to excellent scores in maths and physics and so on, most have rather poor English skills in all areas – but this is changing and I will say more about that later. They manage to pass their engineering subjects however –

- 1) because so much of the engineering communication is in mathematics language
- 2) the vast majority of the teaching staff are Chinese speakers themselves so that the tendency to use Cantonese is frequent
- 3) tolerance for inaccurate language use is rather high in their course subjects if key concepts are made evident in either writing or speaking. (See Huckin and Olsen, 1984 p.274).

Another important part of the students' profile is that engineering students have extremely packed time tables, so that some departments have students in class or tutorials or labs up to 30 hours per week.

Along with this background profile, a needs analysis involving the faculty, students and employers suggested that students should be exposed to skills needed for professional purposes rather than to assist in language support for their university studies. They manage during their 3 years of study but it is employers upon graduation who have been highly critical of students' communicative competence. This not only concerns language accuracy, but also matters of self-confidence and applying professional registers.

In another semester's course, report writing is covered. In both the report writing and oral presentation skills, we have opted for a somewhat 'generic' focus because the students will follow a variety of career paths – engineering, commerce, etc. In addition, the logistics of the course underscore the need for this as there are some 480 students divided into 28 classes of between 15 and 20 students each. 13 teachers are allocated to cover these classes. We cannot be all things to all students, as well as the fact that the teachers have a variety of backgrounds in relation to professional and technical

communication. Schutz and Derwing (1981) and Bachman and Strick (1981) discuss many other problems and considerations in designing ELT programs.

By generic I mean that we try to give the students a kind of basic template which they can use in subsequent applications along with the relevant language expectations. We try to create simulations or projects as often as possible to give students the idea of the transferability or the application potential of the templates, for example, a final year project presentation all engineering students must make. Project work and simulations give students an idea about the communication expectations of the professional world, where they will need to apply such skills. In general, the oral presentations course is of the methods-based syllabus type discussed by Robinson (1991) with reference to numerous authors. She defines the procedural or task syllabus as one in which "Class time is devoted to performance of the task and attention is only consciously directed to language if this is necessary for the completion of the task". (p. 38-39). And she goes on to comment that in oral presentations, "communication and professional skills are as important as language skills" (p.40). This is along the lines of what our oral presentations course is trying to provide for students.

A survey of the many books on the market which teach oral presentations skills, reveals a broad similarity in the objectives discussed and the strategies for meeting these objectives. There are for example in the Hong Kong University library 18 titles dealing with presentation skills, 92 titles which deal with business presentations and 168 which deal with public speaking. And there are more.

St. John (1996) states that 'of 24 ESP books claimed as new in 1994, 21 were business related' (p.24). She goes on to analyze materials published describing the business culture they promote as Western European/North American. As this appears to be the dominant culture where most of the career track professional jobs are going to be found, it would seem that the standard communication expectations of that culture would be the appropriate skills for us to teach in the first instance. Jaffe (1995), Urech (1997),

Samovar and Porter (1995) and Henninger-Chiang and Reel (1998) all deal with the many issues of cultural diversity in professional communications. However, it is not our job in this context to teach students to present in their own cultural milieu, rather it is to introduce them, as already stated, to a new and different and likely quite challenging communication context, but one on which some future success depends.

From these we have distilled the following main skills which form the focus of our oral presentations course:

- The introduction
- The conclusion
- Organizational strategies
- Use of visual aids

Many or probably most of the books referred to above are aimed at native speakers, so we have added strategies for improving pronunciation and compensating for troublesome pronunciation.

That is the context for the course. Now I'll move on to the course itself.

In the rest of the session, I'll present some of the materials and methods we use for teaching these skills and how we use them. As I mentioned earlier, I'd like to talk a bit about how our students are changing, and thus how their needs are changing. And how the course needs to be revised to meet these changes. I'll also talk a bit about the assessment strategies we use. Finally I'd like to talk about our efforts at demonstrating gain and show you some video clips of student presentations. There is a handout with copies of some of the materials we use.

The Materials and Methods

The Intro and Conclusion are presented so that students are given some guiding questions and then they watch video clips of previous students who have made adequate

presentation. (Samples are in the Appendix) This leads them to conclude that an introduction would

- state the topic

- set the scene

- give a preview of the rest of the presentation – its structure and contents.

The conclusion is dealt with in the same way to give students the idea that the conclusion is not a mere formality but a strategy for reinforcing ideas and highlighting essential points. They learn that effective strategies are to summarize main points, or even better, to return to or revise a theme, problem or provocative idea stated in the introduction.

And they do this to

- Establish closure

 - by solving a problem

 - answering a question

 - establishing a position on an issue.

- Thank the audience

- Ask for questions. (Not problems)

Once they have these two formulaic sections successfully in mind, students are faced with the main body. The introduction gives them and the audience a sense of the structure but maintaining that structure is another matter. Most of their communication models are written ones and students need to be pried loose from writing out text and then reading it aloud. In most cases this is because for a listening audience, the language is :

- Too complex

- The sentences are too long

- The vocabulary is too difficult

- The pace is too fast

Signposting

The jumping off point in this course is however text based and we used something like the following tasks to talk about organizational language and maintaining the structure.

Signposting: Linking ideas to maintain the structure of your oral presentation

Look at the following piece of writing. Is it easy to read?

Version A

STRING THEORY MAY EXPLAIN ALL OF PHYSICS MATTER IS COMPOSED OF ATOMS ATOMS ARE MADE OF PROTONS NEUTRONS AND ELECTRONS ELECTRONS CANT BE DIVIDED FURTHER BUT PROTONS AND NEUTRONS ARE EACH MADE OF THREE EVEN TINIEST PARTICLES CALLED QUARKS NOW IT APPEARS THAT QUARKS AND ELECTRONS MAY NOT BE PARTICLES AT ALL BUT MULTIDIMENSIONAL ENTITIES CALLED BRANES SOME OF WHICH MANIFEST THEMSELVES AS TINY LOOPS OF STRING QUANTUM THEORY AND RELATIVITY CANT WORK TOGETHER BUT M THEORY WHICH INCORPORATES THE IDEA OF STRINGS COULD MELD THE TWO AT LAST DIMENSIONS CONVENTIONAL PHYSICS HAS FOUR DIMENSIONS INCLUDING TIME M THEORY SUGGESTS THERE ARE AS MANY AS 11 BUT THE EXTRA DIMENSIONS ARE ALMOST CERTAINLY DETECTABLE ONLY AT SUBATOMIC SCALES SUPERSYMMETRY EARLIER THEORIES SUGGESTED THAT EACH KNOWN PARTICLE HAS AN AS YET UNDETECTED COUNTERPART THESE SO CALLED SUPERSYMMETRIC PARTNERS INCLUDING QUARKS AND ELECTRONS ARE CONSISTENT WITH M THEORY STRINGS WHILE THE STRINGS ARE IDENTICAL THE WAY THEY VIBRATE DETERMINES WHETHER THEY ACT AS ELECTRONS OR QUARKS SOMEWHAT AS A VIOLIN IN STRING CAN SOUND A OR B DEPENDING ON HOW IT IS TUNED

Now look at a revised version. Is it easier to read?

Version B

string theory may explain all of physics matter is composed of atoms atoms are made of protons neutrons and electrons electrons cant be divided further but protons and neutrons are each made of three even tinier particles called quarks now it appears that quarks and electrons may not be particles at all but multidimensional entities called branes some of which manifest themselves as tiny loops of string quantum theory and relativity cant work together but M theory which incorporates the idea of strings could meld the two at last dimensions conventional physics has four dimensions including time M theory suggests there are as many as 11 but the extra dimensions are almost certainly detectable only at subatomic scales supersymmetry earlier theories suggested that each known

particle has an as yet undetected counterpart these so called supersymmetric partners including squarks and selectrons are consistent with M theory strings while the strings are identical the way they vibrate determines whether they act as electrons or quarks somewhat as a violin string can sound A or B depending on how it is tuned

Here now is the final version. What has been changed to make it easier to read, read quickly and understand?

Version C

String theory may explain all of physics

Matter is composed of atoms. Atoms are made of protons, neutrons and electrons. Electrons can't be divided further, but protons and neutrons are each made of three even tinier particles called quarks. Now it appears that quarks and electrons may not be particles at all but multi-dimensional entities called "branes" some of which manifest themselves as tiny loops of "string".

Quantum theory and relativity can't work together, but M theory which incorporates the idea of strings, could meld the two at last.

Dimensions: Conventional physics has four dimensions including time. M theory suggests there are as many as 11 – but the extra dimensions are almost certainly detectable only at subatomic scales.

Supersymmetry: Earlier theories suggested that each known particle has an as yet undetected counterpart. These so called supersymmetric partners, including "squarks" and "selectrons" are consistent with M theory.

Strings: While the strings are identical, the way they vibrate determines whether they act as electrons or quarks, somewhat as a violin string can sound A or B, depending on how it is tuned.

Text source: The Elegant Universe by Brian Greene used in an article by J. Madeline Nash, "A world made of string may explain all of physics", Time, Dec. 31, 1999.

Signposting cont'd....

An unbroken stream of information is difficult to follow whether you are reading it or listening to it. Visual clues such as punctuation, highlighting, and formatting help the reader to follow the text and understand it more easily. In an oral presentation, you need to do the same thing, but you need to do it orally to maintain the structure and coherence of what you are talking about. You need to insert **signposts** throughout your presentation to help the listening audience follow the organization of ideas and how they are linked together in the structural framework of your topic.

You will probably structure the main body of your presentation into sub sections which have a logical organization. It will be very clear to you, but not so clear to the audience unless you add **signposts** to help link the ideas together showing the relationships between the ideas.

Do not just use terms like **next** or **and**. They are insufficient to help the audience remember what you are listing or describing or explaining. Use full phrases which contain helpful references so the audience is reminded of where you are in the structure of your presentation and what sub topic you are currently talking about or turning to next.

Below is a list of signposting gambits

At the beginning of a sub topic –

What I plan to cover is...

To begin with...

To start with...

I'd like to start by explaining/ telling/describing/ listing,...

Moving on –

Next/Now I'll move on to explain/ describe/ discuss/...

And now I'd like to....

The second/third/fourth/... part of/ reason for/ solution to,....

The last part/ example/... is

The brings me/us to the next part/ idea/ section/reason/ idea/.... which is...

Returning to point 4, I'd like to add/point out/clarify/....

Looking back and looking forward –

Having just outlined X, I'd like now to look at/ turn to/ discuss/ explain,....

That was the 2nd reason/ example/ possibility/.... The 3rd reason/ example/ possibility/.... is,....

Moreover and **besides** are weak and fairly useless linking terms. Don't use them.

Visual Aids

Another area commonly presented in oral presentations skills books is the use of visual aids. Not long ago, our students were using overhead transparencies and posters but now HKU has instigated a computerization initiative so that most students choose to use PowerPoint. Some still use overhead transparencies which we encourage as they are still commonly in use and, quite frankly, more efficient and more reliable.

Generally we try to get students to think about the value of a visual aid – that it is not for decoration or entertainment, that there are important cognitive reasons –

- 1 the importance of visual information in learning
- 2 the way we retain information more effectively if we can hear it and see it
- 3 efficiency

The following is a sample handout used to elicit these ideas.

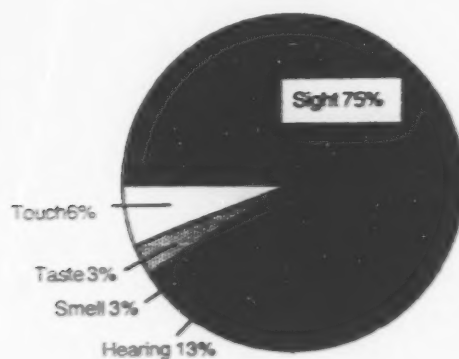
Using Visual Aids

A

Look at the following information and then answer the question:

"Why is it useful to illustrate an oral presentation?"

a) Research has shown that people absorb information through the senses in approximately the following proportions:



b) Statistics on retention of information show:

<u>We remember:</u>	<u>After 3 hours</u>	<u>After 3 days</u>
What we hear	70%	10%
What we see	72%	20%
What we hear and see	85%	65%

c) Proverb: A picture speaks 1000 words.

Again students look at video clips of previous students and analyze the good and bad points with an eye to developing visual aids for their own presentations.

Pronunciation

The pronunciation part of the course is inadequate in the allowed time and in relation to the need, but we try to raise students awareness of some of the issues involved and give them some tools for self-help. We introduce them to the IPA and how it works and point out that all reasonable dictionaries have similar sound code systems so they can find out about new vocabulary. We explain the ideas of syllable and stress. For the majority of students this is brand new. With a bit of practical practice in the classroom, most students grasp the ideas of these aspects of the L2 and I think will be able to apply it in their own speech - though of course *e* and *æ* and *s* and *ʃ* are not pronunciation issues so easily solved. I think we do raise the consciousness level of the problems and potential solutions.

We try to also include pause and stress at the sentence length to explain *that-not-only-do-syllables-require-specific-stress-but-also-words-within-phrases-and-within-sentences*.

The model of the robot or computer speech gets a laugh but students also get the point. Unfortunately, in the few weeks allowed we can only introduce students to these aspects and give them minimal practice and feedback. It is hoped that with these techniques that they have a foundation on which to build future oral presentations when the consequences are more profound than a mere grade - such as getting or losing a contract, client or promotion.

The Outcome

All this time 4 - 5 weeks, students are given opportunities to make practice presentations with given topics and practice tasks incorporating the use of visual aids. This leads ultimately to an assessed task which is an individual presentation of 8 minutes on a topic they choose, but which is approved by the teacher. We want students to choose a topic that is sufficiently rigorous but which has some intrinsic interest for the students. We want them to avoid canned 'school topics' e.g. what is the Internet, why smoking is bad for you, etc. Interestingly I recently rejected a student who had selected the topic 'how to make a web page'. I was sure that it was something everyone already knew about, only to find out that no one in the class of 17 knew how to do this! So you never know. We

also ask students to aim at a lay audience, not an expert audience, which is actually more difficult. For a longer discussion of this, see Huckin and Olsen (1981), Huckin (1988) and Scott and Billing (1998).

Most of the teachers on the course take advantage of video taping to create a critical audience in addition to their classmates and to provide an invaluable feedback mechanism for the students. Student can read written feedback AND watch themselves in action which clearly provides them with a more dynamic and realistic sense of the good and bad elements of their delivery – or what Samovar and Porter (1995) call the ‘residue of behavior’. As Wright (1980) points out, students can be made aware of not only linguistic but also paralinguistic features of communication, through the use of video.

Assessment

The course teachers have moderation sessions prior to the assessed presentations in which all the teachers on the course watch videos of several selected student presentations from previous years and try to come to agreement on their assessment. We use a marking rubric which is constantly evolving – though each new evolutionary stage appears to be the best compromise over the previous years, it is always inadequate in one way or another. The following sample is one stage in the evolutionary development.

Marking Scheme for Protech Oral Presentations

	Descriptors
Excellent	Pronunciation is clear. Vocabulary is appropriate for context of OP. Language use is accurate Content is appropriately comprehensive. Organization of content is logical. Organization is clearly signaled. Content is consistently relevant. Technical concepts are explained where necessary. Questions are well handled. VAs are effectively used to complement verbal explanation. VAs are large, clear, audience-friendly. Eye contact is appropriate. Manner is confident. Delivery is smooth with minimal pauses, hesitation or stops. Gestures used are appropriate and not distracting. Does not recite from memory nor read aloud from a prepared script. Pace is appropriate. Topic is covered in the specified time
Good	Pronunciation is clear but there are some problematic sounds. Vocab is mostly appropriate for context with some inconsistencies of register or jargon. Errors are noticeable in language use but do not interfere with understanding Content is comprehensive but the depth or breadth is lacking in certain areas. Organization is evident but may not be entirely transparent nor effective. Some signally is lacking from time to time. Mostly relevant content. Some technical concepts are overlooked in light of intended audience's needs. Able to handle most questions (or handle the one question well enough). Good visual aids used well Delivery as for an A but may be less confident, somewhat more reliant on notes. Timing may be slightly inefficient overall or in some sections, e.g. Intro is too long.
Satisfactory	Pronunciation is mostly clear but either key terms or function words may be unclear. Vocabulary is inappropriate for context in parts. Language inaccuracies are noticeable Content is adequate but overall could be more developed in breadth or depth. There is organization but macro structure or mikro structures are unclear. Some inconsistencies in relevance. Not all technical concepts are explained. Tentative answering of questions. Visual aids are used but are either (detrimentally) unsophisticated or very average. Awkwardly used

	Evidence of preparation but probably not enough as presentation may be too fast or too slow. Visible lack of confidence. Note cards or notes may be used but there is considerable dependence on these. Timing may be off - either too short due to lack of sufficient content, or too long.
Sufficient (Poor Pass)	Troublesome pronunciation, but enough is understandable to follow the talk. Vocab has less range and is perhaps quite simplistic. Gist is accessible though there are language errors. Content is just adequate. There is overall organization but it may be difficult to follow due to lack of signaling. Irrelevance may be noticeable. Technical terms not defined. Poor handling of questions. Adequate visual aids but poorly used. Careless or nervous manner. Poorly prepared/rehearsed. Little eye contact. Distracting or inappropriate body language. Relies heavily on a prepared text - or has none and should have. Too slow or too fast. Timing is consequently off because of pace or lack of preparation.
Fail	Worse than sufficient.

Two issues I might mention which are problematic with each year are pronunciation and what I'll call 'personality factors'. These are qualities which can be made more effective through training or applying various compensating strategies but which take much more time than the course allows. Do we give credit for effort or give students the benefit of the doubt in these areas or penalize students because these qualities really do detract from the success of an otherwise well organized, rehearsed and timed presentation?

Changing Needs

This brings me to the point I mentioned earlier about the changing needs of our students. In a recent moderation meeting, teachers felt that students has moved beyond needing the basic organizational strategies as I have just outlined since they are now more sophisticated and should be more groomed for issues of audience needs in terms of topic content and the rapport they can establish. The concern is that students should not only be judged by whether or not they can demonstrate the basic skills but also if they actually 'sell' an idea to the audience. That then will be the next evolutionary stage in our course development, though I feel that the generic foundations presented here still have a place for many of the students who have had no past experience and have no idea how to begin. Xu, 1999, discusses similar issues of changing students' needs in China in the context of teaching RESP.

Gain

One of the motivations for presenting this paper is that at the University of Hong Kong, like many others, value for money is the question of the hour. Although HKU is an English medium institution, it continues to accept students of very poor proficiency level, allowing the English Centre to have access to students for only 48 hours in their schedule and then claim that we do not give value for money because the students' proficiency levels do not improve. So, we need to be able to demonstrate that, in fact, students do learn as a result of what we teach. If we had 300 hours with the students, perhaps we could increase their proficiency levels too.

One way we can show the success of the course is from the results of a pre and post course questionnaire. The other is through comparing videos of students making presentations before and after the course.

Statistical Evidence

The questionnaire is simply

- 1 a list of true/false statements,
- 2 a self-judgment question about their own confidence in giving oral presentations
- 3 and skills that they think they need to work on.

A copy of the questionnaire follows.

Name: _____ U. ID: _____ Date: _____

Department: _____

Oral Presentations Questionnaire (Post)

T	F
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1. True or false? The needs of a listening audience are different from a reading audience. ! !
2. True or false? It is better to write out everything you plan to say and then read it aloud so as to make sure you say everything properly. ! !
3. True or false? Writing out your entire presentation word for word on notes cards helps you to keep your presentation organized. ! !
4. True or false? Memorizing your presentation is better than using note cards to help you remember what you want to say. ! !
5. True or false? You should take as much time as you need to make your presentation so that you can be sure to cover everything you prepared. ! !
6. True or false? Reading through your presentation many times will ensure an effective presentation. ! !
7. True or false? Keeping your audience guessing about what you plan to cover in your presentation helps them to pay attention to what you have to say. ! !
8. True or false? Very complex and information-rich visual aids help the audience to understand the presentation better. ! !
9. True or false? Asking an audience if they have any problems or if they have any questions is the same. ! !
10. True or false? If you put everything on visual aids then you do not need to worry about pronouncing words correctly. ! !
11. True or False? Speaking in a monotone is soothing to the audience and helps them to concentrate better. ! !
12. How confident do you feel about your ability to make an oral presentation in English?

very confident
confident
not confident
anxious

1	!
2	!
3	!
4	!

13. What areas in oral presentation skills do you still need to improve?

Organization
Introduction
Conclusion
Pronunciation
Construction of visual aids
Use of visual aids
Language accuracy
Timing
Handling questions from the audience
Using note cards

1	!
2	!
3	!
4	!
5	!
6	!
7	!
8	!
9	!
10	!

An English Centre colleague, Jo Lewkowicz, has analyzed the results of 330 students and reported that

1. true/false statements

Comparing the pre and post course, there is a statistically significant difference in the scores overall, indicating that students changed their answers for the better as a result of the course, with the mean score rising from 7.17 to 7.72 and a paired t test showing a statistically significant difference ($t=5.66$)

2. confidence

Students also perceived that they had gained confidence in using oral presentations, with the mean rising from 2.25 to 2.7 and also statistically significant findings from a paired t-test ($t=13.427$). Several of the questions showed a particularly significant increase in understanding comparing the pre and post test scores. These were: 2, 3, 4, 8, 11

3. skills needing improvement

In the question about skills they perceived as needing improvement, the frequency with which they identified 8 out of the 10 areas as ones which they needed to improve showed a marked decrease in the post course survey.

Video Evidence

The other way to show gain is to view videos of students giving presentations before the course and then at the end of the course. I'd like to now show you a few video clips of students to give you an idea of gain that occurred. While not yet professional, you can see that they are on their way and have sound strategies to develop further. In the following examples, students are giving practice presentation on set topics. Each is followed by a portion of a final presentation at the end of the course.

Conclusion

In 1977, Brumfit called for ESP to become Specific Purposes using English (p72). I feel that the oral presentations course outlined here goes some way towards that idea. The purposes are:

- Final year projects
- Potential presentations to clients, colleagues, management
- Job interviews
- And surely others

Most of our students have had little or no training or experience in such a type of communication in either their L1 or their L2. so we are attempting to give them a professional skill through English. Of course in many cases their proficiency also needs a great deal of enhancement, but we have selected what is a viable set of skills for the time allotted.

I would welcome any questions or suggestions from you now on the course or other areas of ESP. Thank you.

Appendix

Introductions and Conclusions in Oral Presentations

Introductions

You are going to watch some video clips which show several students introducing their presentation topics. After watching the clips, you should be able to build up a picture of what makes a good presentation. To help you in your evaluation of the introduction, try to answer the following questions on each student.

1. Are there any words or phrases you hear which you might be able to use yourself?
2. How did the speaker prepare the audience for what they are about to hear?
3. What is the subject of each presentation?
4. How is the presentation going to be organized? How many parts will there be? What will each part be about?

What are three basic kinds of information which are included in each introduction?

- 1.
- 2.
- 3.

Conclusions

You are now going to watch a second set of video clips showing examples of students bringing their presentations to a close. As with the section on Introductions, you can decide by observation as to what constitutes a satisfactory conclusion. For each speaker, try to answer the following questions.

1. What words does the speaker use to lead into the conclusion?
3. Which students review the main points of their presentation as part of the conclusion?
4. What other concluding comments do some students make?
5. What word(s) does the speaker use to end the talk?

What are some common elements of each conclusion?

Teaching Chinese Engineering Students Oral Presentation Skills
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